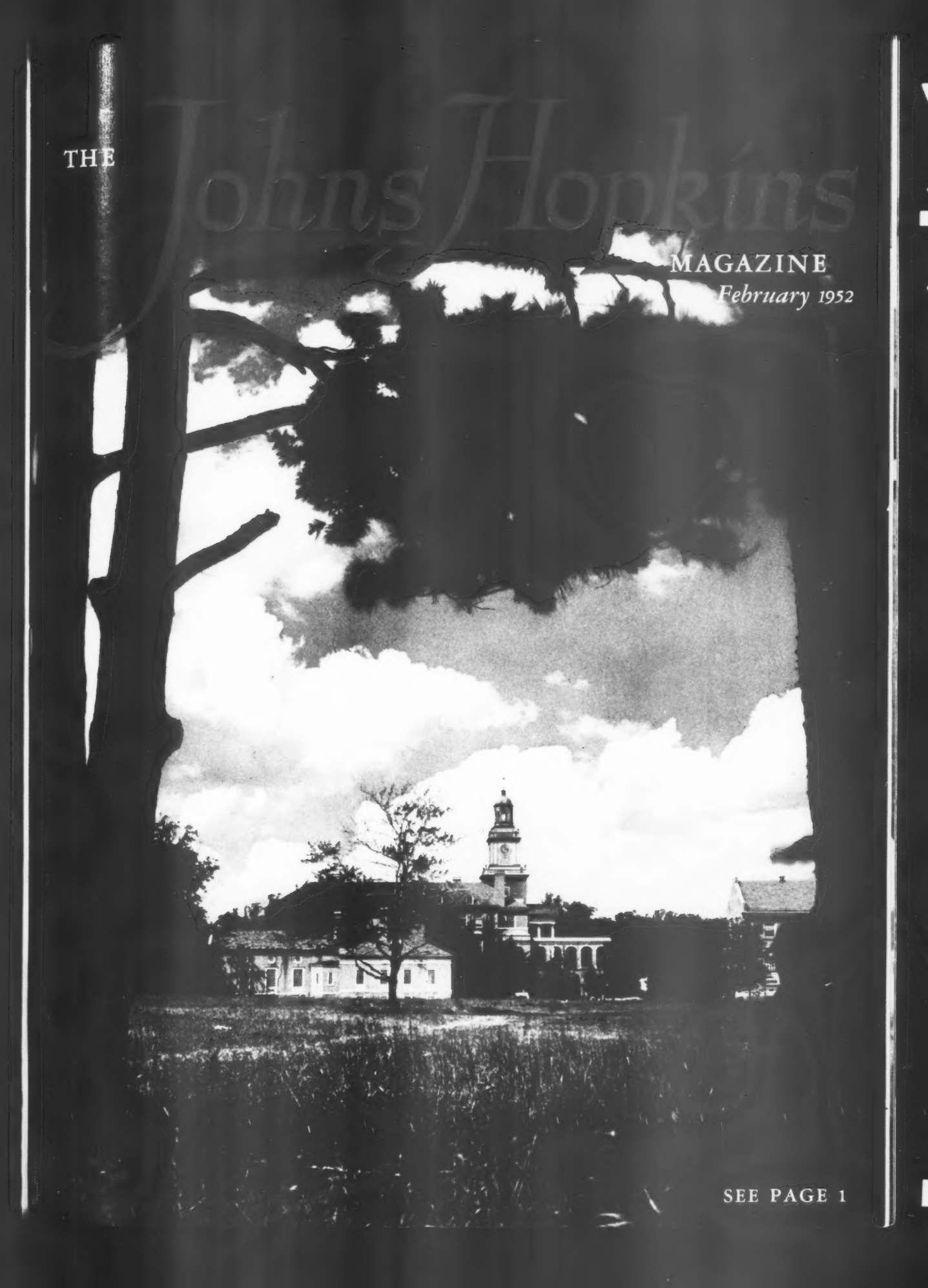
THE
Johns Hopkins
MAGAZINE
February 1952
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THE LONG AUGUST NIGHT WAS HOT—but not as hot as the bitter fighting that raged about Agok, Korea, in the Naktong River area. Sergeant Kouma, serving as tank commander, was covering the withdrawal of infantry units from the front. Discovering that his tank was the only obstacle in the path of an enemy breakthrough, Sergeant Kouma waged a furious

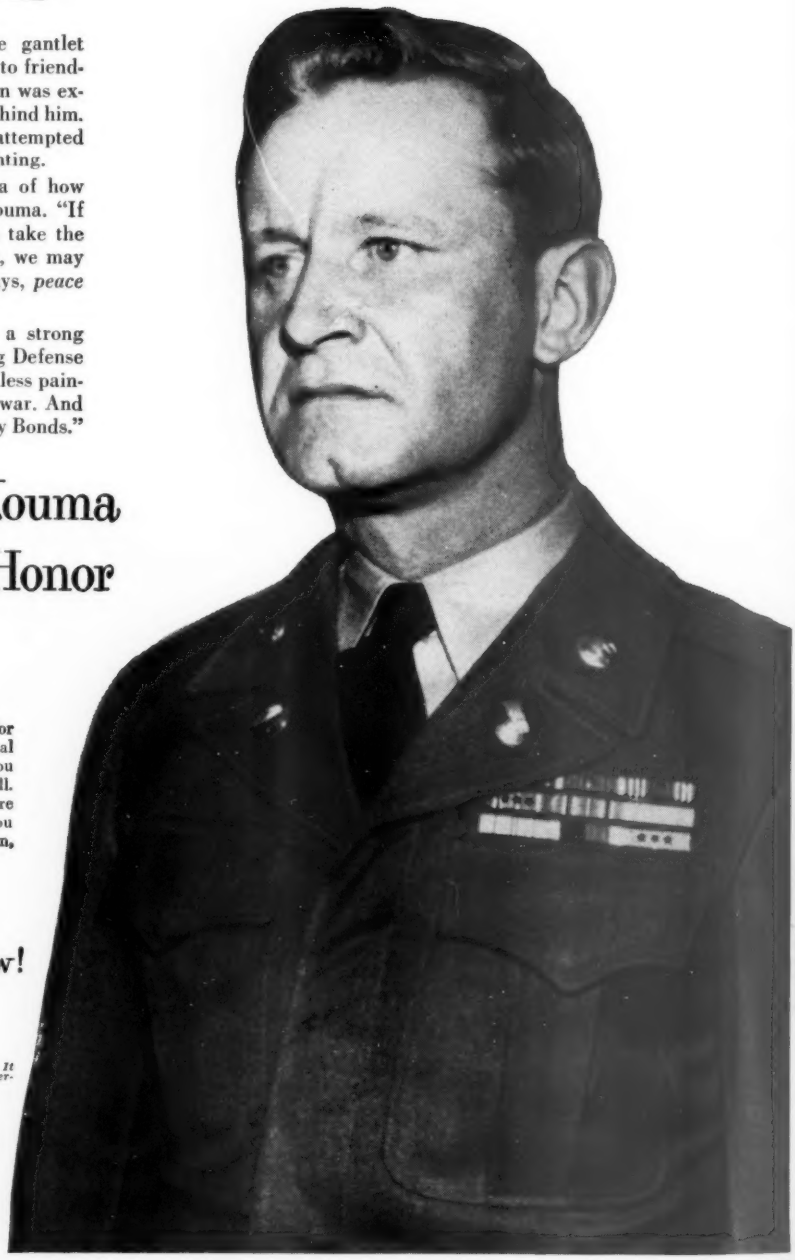
nine-hour battle, running an eight-mile gantlet through enemy lines. He finally withdrew to friendly lines, but not until after his ammunition was exhausted and he had left 250 enemy dead behind him. Even then, although wounded twice, he attempted to resupply his tank and return to the fighting.

"A withdrawing action is not my idea of how Americans should fight," says Ernest Kouma. "If we must fight, let's be strong enough to take the offensive. In fact, *if we're strong enough*, we may not have to fight at all. Because, nowadays, *peace is for the strong.*

"So let's build our strength—to keep a strong America at peace. You can help by buying Defense Bonds—as many as you can afford. It's far less painful to build for peace than to destroy in war. And *peace* is what you're building when you buy Bonds."

M/Sgt. Ernest R. Kouma

Medal of Honor



Remember that when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember, too, that if you don't save regularly, you generally don't save at all. So sign up today in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy United States Defense Bonds now!

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THE Johns Hopkins MAGAZINE

VOLUME III February, 1952 NUMBER 5

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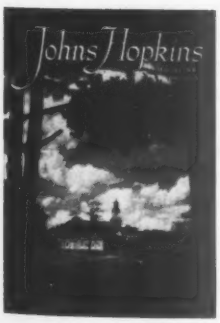

The Cover

Although Gilman Hall is the most-photographed building on the Johns Hopkins campus (it is almost the University trademark), this is the first time it has appeared on the cover of The Johns Hopkins Magazine. The picture was taken from the south; the building nearest the camera is Levering Hall.

Photo by Robert F. Kniesche

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NEW PLANS AT HOPKINS

The Faculty Of Philosophy's Role

By GEORGE BOAS

A year ago President Detlev W. Bronk announced that the University's faculties had formulated plans "that could make Johns Hopkins again a pioneer in furthering the values of higher education." Here is a review of the development of these plans in the Faculty of Philosophy. Other such reports will appear from time to time in The Johns Hopkins Magazine.

THE Faculty of Philosophy at Johns Hopkins comprises the professors in the departments usually known as the arts and sciences—the arts being all the languages and literatures which are taught at the University plus philosophy, history, and the history of art. The departments to which its members belong are organized into four groups: the Physical Sciences (including mathematics), the Biological Sciences, the Social Sciences, and the Humanities. This grouping is based not merely on differences in subject matter under investigation in the various departments, but also on the methods used to investigate it. Thus it is assumed that a physicist studies neither the same things nor in the same way that an historian of literature studies; that an economist studies neither the same things nor in the same way that a biologist studies.

But at the same time it is recognized that sometimes a problem arises which has not belonged traditionally to any single department. Such subjects as biochemistry, biophysics, comparative literature, the aesthetics of painting or poetry, economic history, the philosophy of science, archaeology, are forced to cross the old departmental lines for obvious reasons. The men and women interested in these things are puzzled by actual problems, and it cannot be expected that they think their problems to be illegitimate simply because names for them did not exist in the older universities. Knowledge progresses by people's seeing a problem where other people have not seen one. As long, for instance, as it was firmly believed that only organisms could produce organic compounds, such a study as biochemistry could not progress. But as soon as urea was synthesized in 1828, the old dogma was overthrown and a new science got under way. A living university must therefore provide for a maximum of plasticity in its curriculum, must be ready to encourage the investigation of new problems whether there are chairs or departments or names for the field involved or not. That is one of the reasons why we have grouped the members of the teaching staff as indicated. It is hoped that the groups will provide for closer association between the members of the faculty and stimulate inter-departmental studies.

But the looser organization of the Faculty of Philosophy is not the only benefit to be foreseen from our new plans. There are dozens of equally legitimate ends for higher education. The old-fashioned liberal college, the vocational college, the professional school, the agricultural college—these and many others are not to be denounced because they all have the name "college" and yet do not pursue the same program. That they are called "colleges" is to be explained on historical grounds, not on logical. One might just as well expect the College

Dr. Boas is Professor of the History of Philosophy at Johns Hopkins and Chairman of the Group Council of the Faculty of Philosophy of the University.

of Cardinals, Balliol College in Oxford, Harvard College, and the Electoral College all to be similar because of their names.

The Johns Hopkins University has chosen as its own goal one of the many legitimate ends of higher education: the training of scientists and scholars, people who engage in research which, it is hoped, will be disinterested. Such people must above all things be acutely aware of problems when they arise, and consequently their training must orient them towards spotting the unusual event, the event which is an exception to the rule. It is admitted that no one knows how to train the creative imagination, but we do know more or less what impedes its functioning. We know, for instance, that a Charles Darwin, a Freud, an Einstein, a Willard Gibbs simply could not arise in a society governed by the principles of authority and tradition. I do not say that in some societies, like the monastery and the army, tradition and obedience to it are not essential to the common good. But I do say that in the society of scholars the original mind, the recalcitrant individual, the man who looks for himself and stubbornly refuses to accept the word of authority merely because it is that of an authority, is the man who contributes something to the sum total of knowledge.

If that is so, then the problem of the educator in such a university is first of all to admit to his society only such people as have shown a genuine interest in discovery. He must surround himself, in the second place, with scholars who have already achieved —or show promise of achieving—a position of eminence as creative scholars. The professor who gives standard courses out of textbooks may do a good job of teaching in certain kinds of colleges; but he has no place here. In the third place, the student must be regarded not as an empty mind into which the teacher is to pour his accumulated wisdom, but as an associate with his teachers in the acquiring of knowledge. In the fourth place, every effort must be made by the teacher to adjust the program of study to the student's needs, rather than to force the student to take a standardized course of study after which he will be given a standardized degree. And in the fifth place, it must be assumed that some problems have already been solved and become obsolete as problems, that new problems are always arising and are calling for solution, and that finally the teacher in association with his students will stand on the frontiers of knowledge and attempt their solution.

This is, to be sure, the statement of the ideal. None of us has so high an opinion of ourselves that we think we meet that ideal. We are only too aware of our shortcomings. We know that we shall not always be careful enough about admitting the most promising students. We know that we shall fail to give even the best of them the guidance and encouragement which they deserve. But the battle over ignorance and superstition is half won when you see what the problem is, and I think it can fairly be said that we all do see it. We shall have to bring to the University scholars of as brilliant attainment as we can find, and sometimes that takes money. We shall have to improve our library facilities, for no matter how devoted a librarian may be, if he does not have the books he cannot put them at your disposal. We shall have to have more laboratory space. We shall have to use constant vigilance in selecting our students and to house them adequately when they come here.

These and many other problems have to be faced squarely before we can make more than a start towards the accomplishment of our ends. But may I say, without any desire to wave the college banner, that in my experience no other university in this country gives both its students and its teachers more opportunity to accomplish it.

It will be noticed by those who read the University's catalogue that formal and universal requirements have been reduced to a minimum. The General Assembly, which is composed of all the professors, associate professors, and assistant professors in the Faculty of Philosophy, has voted a minimum residence requirement of one year for any degree. It is unlikely that a man could enter the University from prep school and obtain a Ph.D. in one year. But at the same time provision must be made for the genius. Moreover, no lower degree is needed in order to proceed towards the higher degrees. It is again unlikely that many prep school graduates will be acceptable as candidates for one of the higher degrees, but again, as under the Goodnow Plan, students after one or two years in the University may very well show such aptitude for one of the sciences that they will prove acceptable for such candidacy. President Ames once pointed out that in his day most of the important work in physics was being done by men under thirty-five. There have often been young men who have been outstanding successes in mathematics and logic. Should such people have been retarded because they had not been through a prescribed course of study which was originally devised for quite different ends? What would a man like Fermat have gained, and what would the world have lost, had he been obliged to complete 124 points in modern languages, history, one laboratory science, economics, and so on? Such people are not the average. But on the other hand the Johns Hopkins University does not exist for the average man but for the exceptional man.

The average man will not be able to take an ad-

vanced course in one subject and an elementary course in another. He will have to proceed on the same level of difficulty in all his studies. And that is precisely what happens in the average university. But if we are planning to train the exceptional man, then we must develop an exceptional curriculum for him. Hence if he is outstanding in mathematics and poor in French, and if he needs French in order to be a better mathematician, then he should be permitted to take advanced courses in mathematics and elementary courses in French.

THE question must always be raised of whether the standardized curriculum of the liberal college and its derivatives has an absolute value in itself regardless of whether its students need the material offered in its courses or not. Here there is a great difference of opinion, a difference which is perhaps justified. We hear a great deal nowadays about "general education," which is presumably what every man should know regardless of his major interests. The words "every man" cover a lot of people. Was Isaac Newton every man? Was Archimedes? Was Vergil? Was Shakespeare? The works of all four of these men show astonishing gaps as far as knowledge is concerned. It would be hard to think of any single individual who did more to modify our language and even our thoughts than Shakespeare, and yet his ignorance even of the science of his own time is astonishing. On the other hand, even admitting his poetic genius and eliminating it from the argument, his knowledge of the human psyche is equally astonishing. Newton, when he was not doing physics, could be as superstitious as a fisherman. Vergil thought that bees were generated from rotting beef. There is no evidence that Archimedes knew anything other than physics and mathematics. All four were narrow specialists. How absurd it would be to maintain that they all should have had a more complete education including so many units of this and so many of that!

I am confident that none of us believes that we know how to produce Vergils and Shakespeares and Newtons, but we do know something about how not to produce them. We know that authoritarianism, for instance, will kill any genius, that the regime of conformity will stifle all originality. We are pretty well convinced that only the most flexible of systems of education will stimulate men to their best work. In a laboratory a man may be turned into a skillful technician by copying his teacher's methods, and in a literature course a man may easily become a learned pedant by repeating all his master's judgments. It is the easiest thing in the world to freeze knowledge at some point, and very successful attempts have been made to do this. Textbooks, for instance, can formulate information in so persuasive a manner that the innocent student may actually believe that what it contains is not only the truth but the whole truth, whereas it is merely that part of the truth which its author happened to know. Our purpose at the Johns Hopkins University, if I understand it, has been to thaw out these frozen lumps of information by the simple techniques of encouraging our students to ask "Why?" The ability to ask "Why?"—to see when it is appropriate to ask it—is something more precious than any amount of information, most of which can be found in reference books anyway. If one is teaching a dull and passive mass of protoplasm, one will never drag any curiosity out of it. But such masses ought not to be in the Johns Hopkins University, and it is hoped that if any drift into it they will be swept out before they have corrupted the rest.

THE next question which arises is why the new plans will not produce narrow specialists. How narrow a specialist should be to be a good specialist is something about which I should hesitate to legislate. But on the other hand, it ought to be admitted frankly that we cannot provide general education at the same time that we are educating productive scholars. It is not our purpose in the Faculty of Philosophy to be all things to all men, and the more clearly our aims are defined the better. To be a great scholar of any literature, to take but one example, requires a lifetime of work. The great Shakespearean scholars were known for their work on Shakespeare, not for their work on the Victorian novel. But at the same time they had to know a great deal more than the text of the plays of Shakespeare. One has only to consult the Variorum Edition of the plays to see how much its editor knew, how far he had to travel from the text to obtain his knowledge.

Again, a man who wants to become a student of Greek philosophy has not only to read the fragments and extant works of the philosophers, but to read them in Greek if he is going to do important work upon them. Since some of the most important fragments are interpreted through Latin and late Greek commentaries, he has also to be able to read Latin and late Greek. But in order to know what, for instance, Plato is criticizing in some of his dialogues, the student has to know Greek history, not only political and military, but also cultural. And he must also know something about Greek science, for otherwise he will not understand so important a dialogue as the *Timaeus*. Again, he cannot understand the *Apology*, the *Republic*, and the *Laws*, unless he knows Greek law. And since the main figure in almost all the dialogues is Socrates, he will also have to know a good bit about the comic writers who first presented Socrates as a literary figure, as well as Xenophon who is one of our main sources of in-

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This portrait of Dr. Halsted hangs in the Halsted Surgical Clinic at Johns Hopkins.

HALSTED

Hopkins' first professor of surgery is still a great force in medicine

By ALAN M. CHESNEY

Two years ago the Johns Hopkins University arranged an official celebration of the one hundredth anniversary of the birth of one of its most distinguished professors, Dr. William Henry Welch, the first professor of pathology in the School of Medicine and the first pathologist to the Johns Hopkins Hospital.

This year the University and the Hospital together will be host to two national surgical associations, the Society of University Surgeons and the Society of Clinical Surgeons, and also to the Halsted Club, which will hold a joint meeting in February to celebrate the one hundredth anniversary of the birth of a life-long friend and colleague of Dr. Welch, and also a "first professor" in the Hopkins School of Medicine—Dr. William Stewart Halsted, professor of surgery in the Johns Hopkins University from 1892, and surgeon-in-chief to the Johns Hopkins Hospital from 1890, until his death in 1922.

The lay reader may well ask, What manner of man was this Dr. Halsted and what did he do, that three groups of busy surgeons should take time out to forgather in his honor, thirty years after he died and was buried? Such gatherings are surely not frequent affairs in these days, when nations are forever wrangling with one another and individual citizens are hard put to discharge their daily obligations and have but little time for doing reverence to the illustrious dead.

The answer to that twofold question is that here was a man, of great intellectual vigor and distinction, who did more than perhaps any other man of

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Dr. Chesney is Dean of the Johns Hopkins School of Medicine.

Halsted as a boy

In this 1877 picture of the interne staff at Bellevue Hospital in New York, Halsted is fourth from right, standing.

his generation to advance the craft of surgery and lift it to a higher plane of scientific endeavor. Here was a man who busied himself with the fundamental processes of the healing of wounds, a thorough understanding of which underlies the successful practice of all surgery. Here was a man who was primarily a student of disease to the end of his days, forever asking himself questions that were suggested by the patients he encountered in his wards, always on the alert to improve the technique of his art, always a source of awe and inspiration to his assistants.

HALSTED'S professional life divides itself naturally and sharply into two periods. The first lasted from his graduation in 1877 from the College of Physicians and Surgeons in New York City (now a part of Columbia University) until he came to Baltimore in December of 1886. The second period lasted from that date until his death, thirty-six years later, and was wholly spent in the Maryland city.

Those two periods of his life were as different as could well be imagined. The first was one of great professional activity, attendance at many hospitals, participation daily in many operations, and the conduct (often at night) of extramural teaching in surgery in the form of quiz classes which proved to be very popular with the medical students of that day. It was also a life of bachelorhood and, to some extent, of social activity (according to Dr. Welch, who came to know Halsted during those early years in New York and enjoyed the hospitality which he and his friend McBride provided in their bachelor quarters).

The second period was one devoted to scientific investigation, to the organization and development of a surgical service in a single teaching hospital, to the development of improved methods of surgical technique, to the intensive study of surgical problems rather than to the performance of many operations; in a word, to contemplation and reflection quite as much as to actual doing. It was also a period of partial withdrawal from social activity save in the case of a few intimates and, beginning four years after his coming to Baltimore, a period of married life.

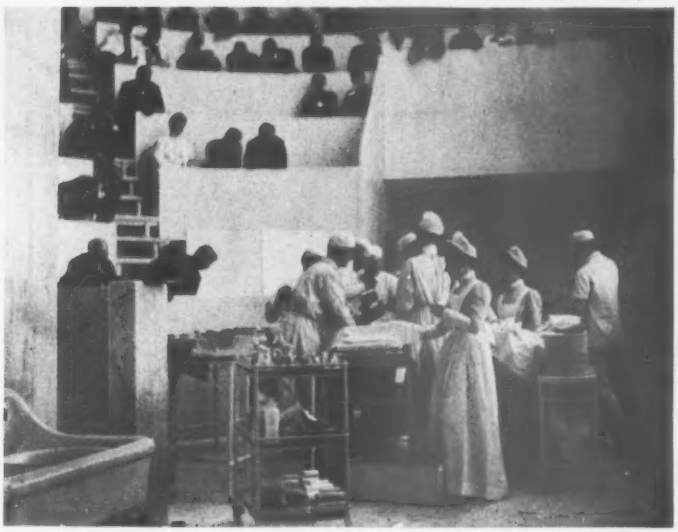
SUCH a sharp transition in a man's life usually has some determining cause. In Halsted's case this cause was not lacking; but it was certainly a most unusual one. It was drug addiction which led to the abrupt change in his mode of life. It did not necessarily change his interests, for we have it from Dr. Welch that even during the New York period Halsted had already begun to exhibit his concern with the processes of wound-healing and with the surgical handling of wounds, the field in which he was later to make what were perhaps his most important contributions to surgery.

The circumstances that led Halsted to become a temporary drug addict certainly reflect no discredit upon the man—quite the reverse, in fact. His affliction was acquired as a result of experiments carried out upon himself, in company with other young surgeons, to determine the extent of the ability of a newly-discovered drug to destroy sensation (and hence pain) by injection into and beneath the skin. But the drug was cocaine; and the experiments were begun before Halsted and his associates knew that cocaine was a dangerous drug which could lead persons to take it habitually and could destroy a man's character.

More than one in the group became cocaine addicts, at least for a while. Their illness is surely to be regarded

Halsted, creator of the department of surgery at Hopkins, set high standards of surgical scholarship and practice.

Photos courtesy of Welch Medical Library, Johns Hopkins



A Halsted operation (right). *On left side of operating table, closest to camera, is Dr. Harvey Cushing.*

as having been acquired in line of duty—the more so because out of these experiments came the knowledge that by injecting cocaine into a nerve that carries sensation, it is possible to destroy all sensation and thus prevent pain in the entire area of the body controlled by that nerve. Dentists make frequent use of this information in their daily work; many years after Halsted's early experiments with cocaine and not long before his death, a group of dentists conferred upon him a gold medal for this work. This recognition came long after he had managed to conquer his illness, and we take pleasure in the thought that he lived to see the appreciation by others of what he had done in this field.

HALSTED was born in New York City on September 23, 1852. Both parents were of English ancestry and appear to have been in comfortable circumstances. He received his preliminary education in private schools and entered Yale in 1870. Unlike Dr. Welch, Halsted seems to have made up his mind to study medicine while he was an undergraduate student at Yale. In a letter to Dr. Welch in 1922, he stated that in his senior year he had purchased Gray's Anatomy and Dalton's Physiology; he had studied them with interest and also attended a few clinics at Yale Medical School. In that same letter he said that he had devoted himself solely to athletics while at Yale, which probably accounted for the fact that his scholastic record was not a distinguished one, although his performance in sports was outstanding.

He entered the College of Physicians and Surgeons in 1874, immediately after graduation from Yale. Even before he had finished the medical course and received his diploma, he had succeeded in obtaining an appointment as interne at Bellevue Hospital in New York City on the basis of a competitive examination. He chose one of the surgical services in that hospital but followed the medical work with quite as much interest. Upon graduation from "P. and S." in 1877, he stood among the first ten in his class, and in a competition among these first ten for a prize of one hundred dollars, he came off first.

Following his internship at Bellevue Hospital, Halsted was for a while house physician at New York Hospital. In the autumn of 1878 he set sail for Europe on the first of many journeys which he would make to that continent. During the two years that followed, he visited and studied at many of the German and Austrian clinics, where he came into intimate contact with many of the leading European figures in surgery in that day.

UPON his return to New York in the autumn of 1880, he embarked upon a career of great professional activity. He became a member of the staff of Roosevelt Hospital and organized the out-patient department of that institution. He took on the duties of a demonstrator in anatomy at the College of Physicians and Surgeons, and organized the extramural quiz class which has already been referred to. He held appointments at many hospitals: he was visiting physician to the Charity Hospital on Blackwell's Island and surgeon-in-chief to the Emigrant Hospital on Ward's Island; he was visiting physician to Bellevue Hospital; and he was a member of the staffs of both the Presbyterian Hospital and the Chambers Street Hospital, where there was an unusually heavy accident service.

All these hospital appointments, of course, meant that he was subject to

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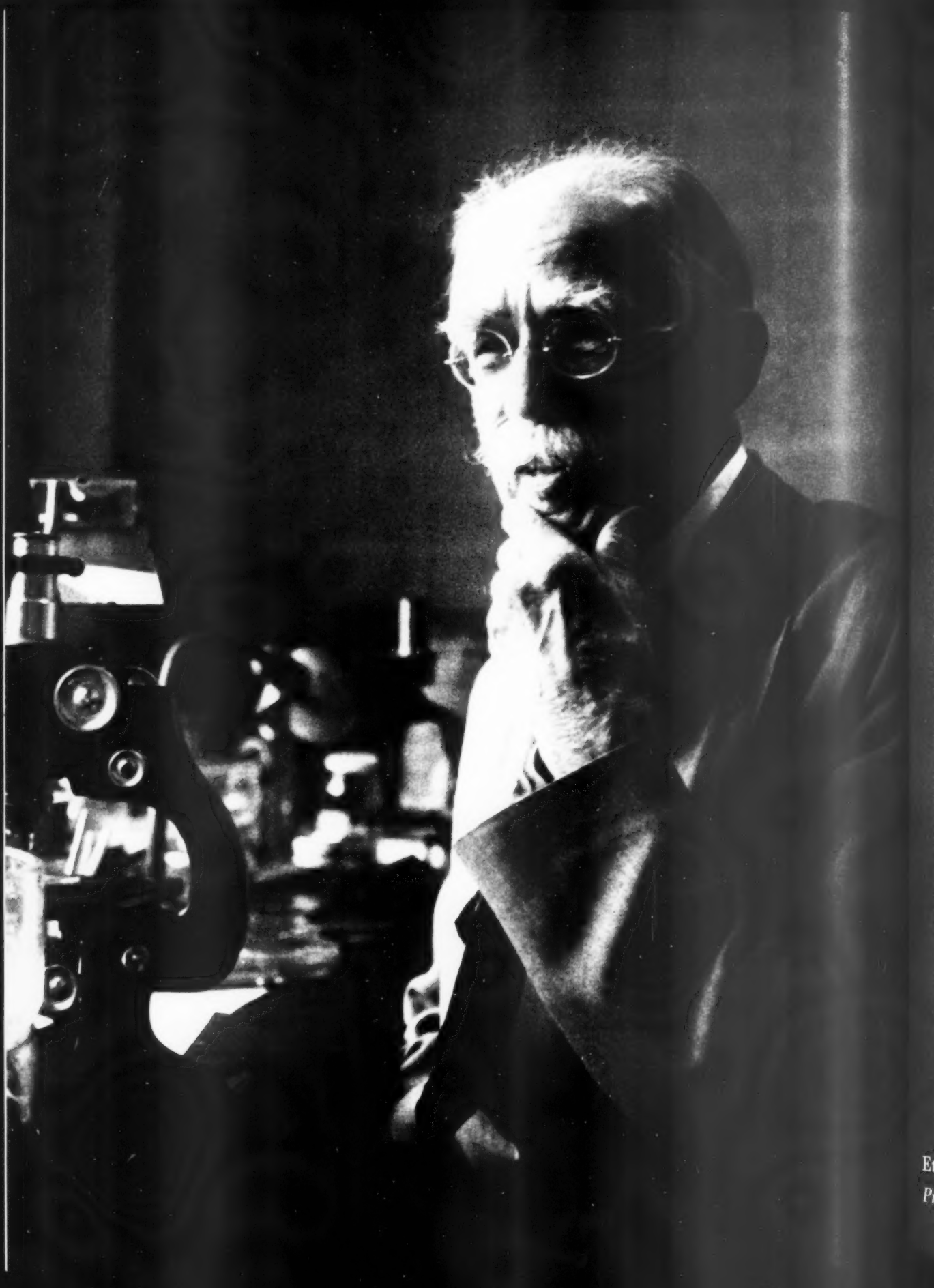

Ethan
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MEN MAKE A UNIVERSITY

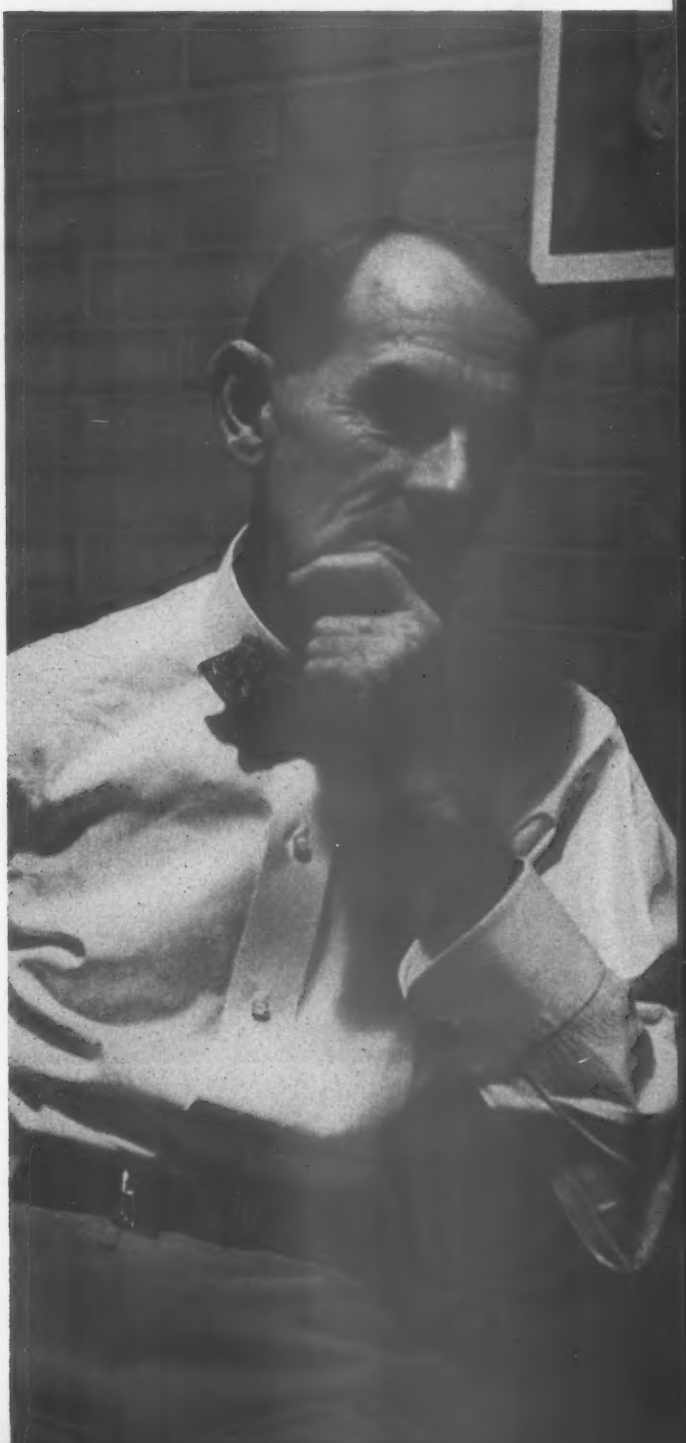
The Johns Hopkins Magazine presents a gallery of men who have helped make this university:

The Hopkins Professors Emeriti

Ethan Allen Andrews
Professor Emeritus of Zoology

Photographs by Robert M. Mottar

John Boswell Whitehead
Professor Emeritus
of Electrical Engineering



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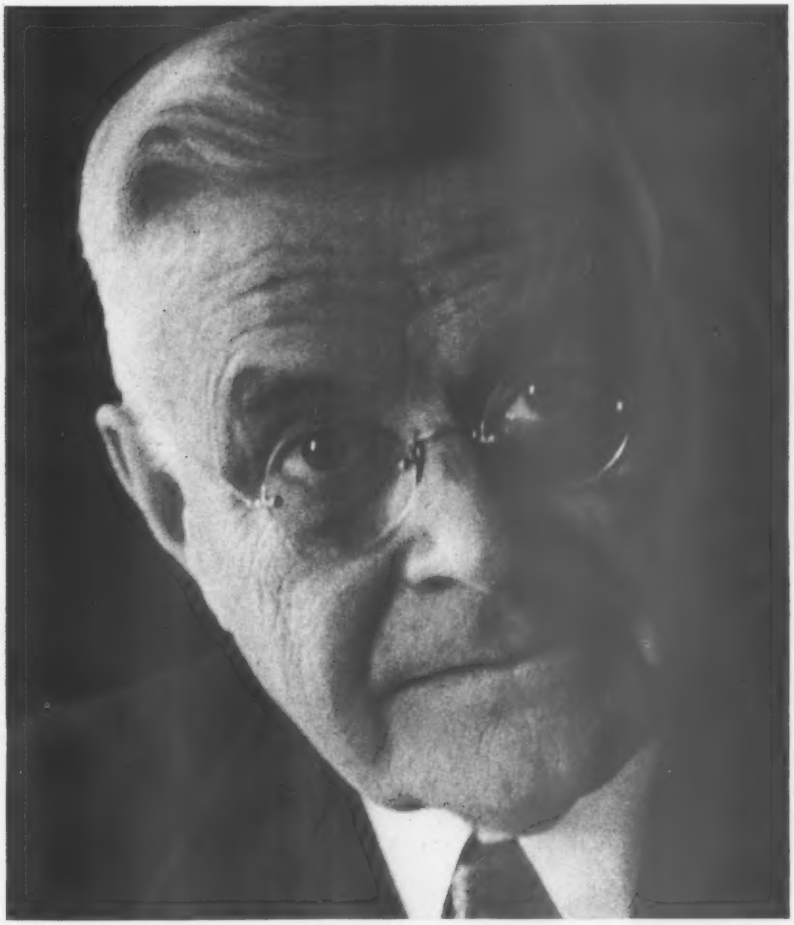
William Kurrelmeyer
Professor Emeritus of German

Robert Williams Wood
Research Professor
and Professor Emeritus
of Experimental Physics

John Calvin French
Librarian Emeritus



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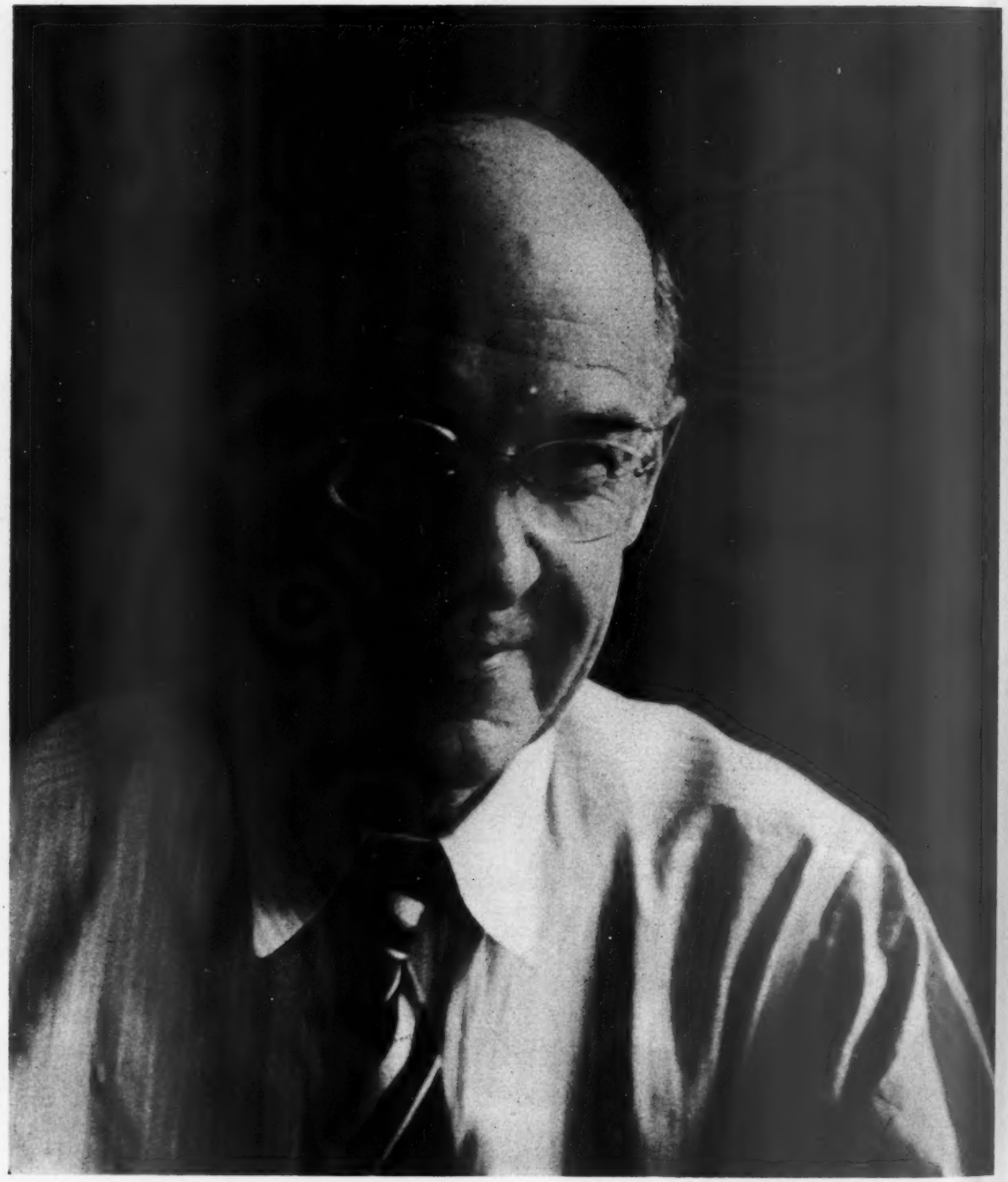

Alexander Graham Christie

Research Professor and Professor Emeritus of Mechanical Engineering

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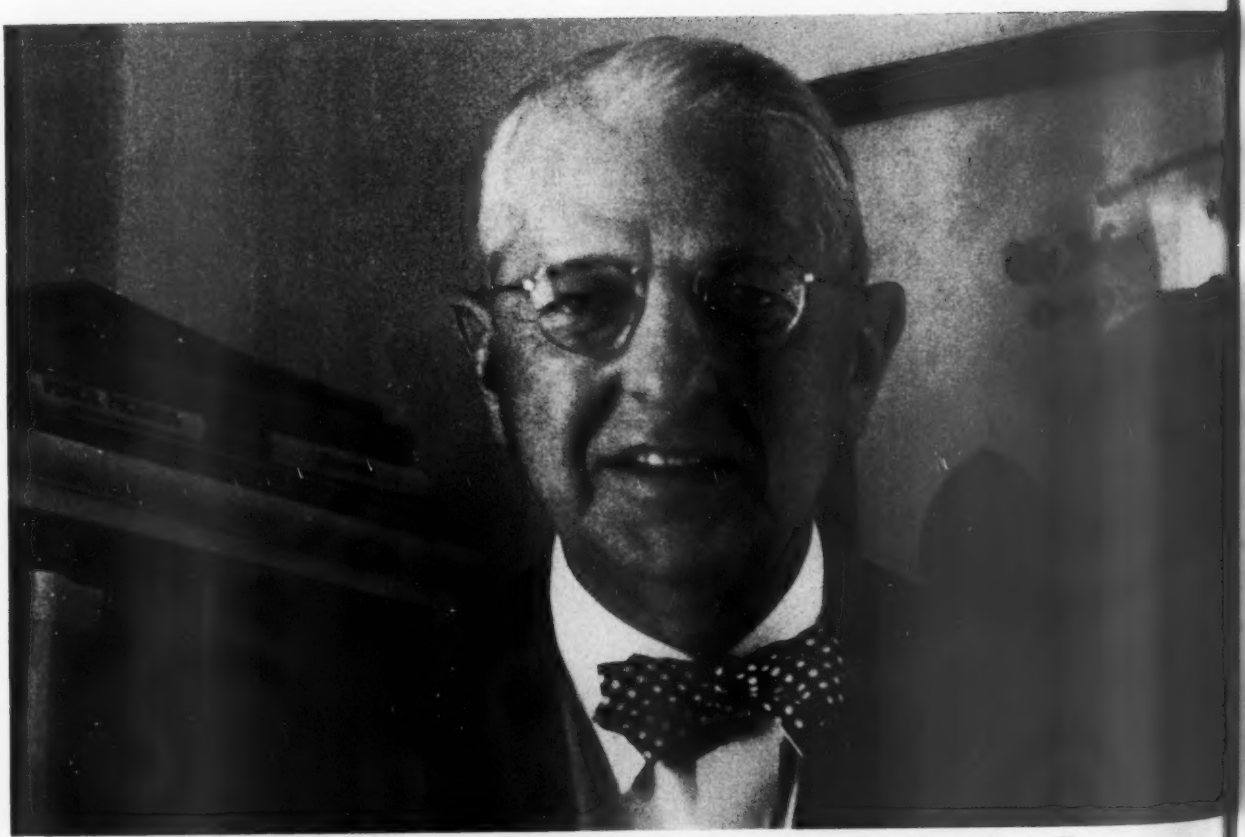
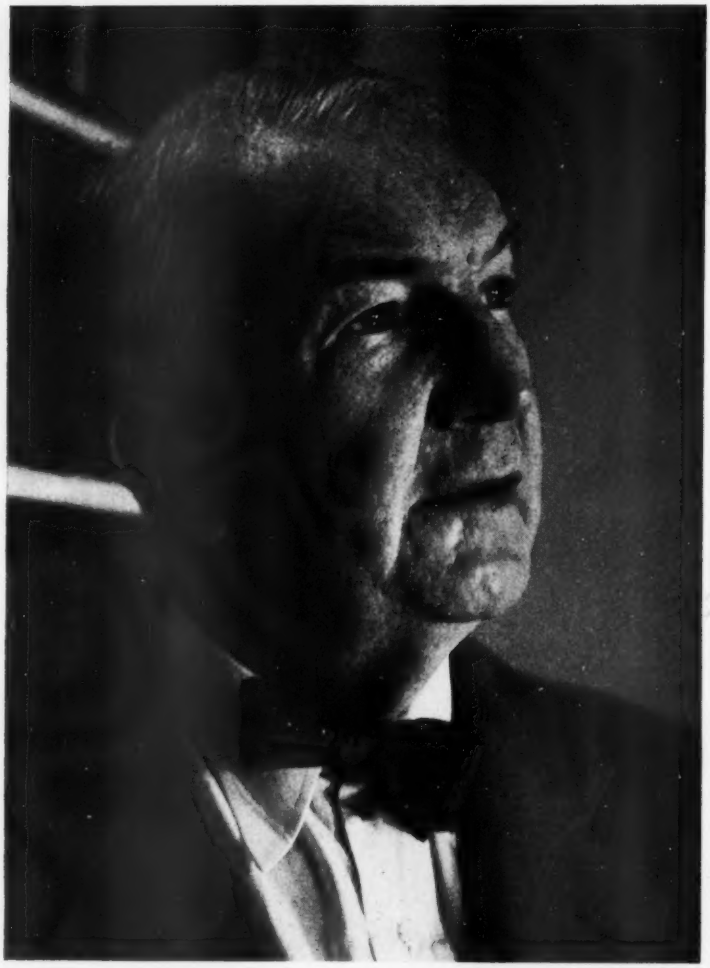


Allen Weir Freeman

Professor Emeritus of Public Health Administration

Warfield Theobald Longcope
Professor Emeritus of Medicine



Raymond Dexter Havens
Research Professor
and Professor Emeritus of English

John Charles Hubbard
Professor Emeritus of Physics

Edwards Albert Park
Professor Emeritus of Pediatrics

Paul Emile Dumont
Research Professor and Professor Emeritus of Sanskrit and Indology

William Stewart Halsted

Continued from page 7

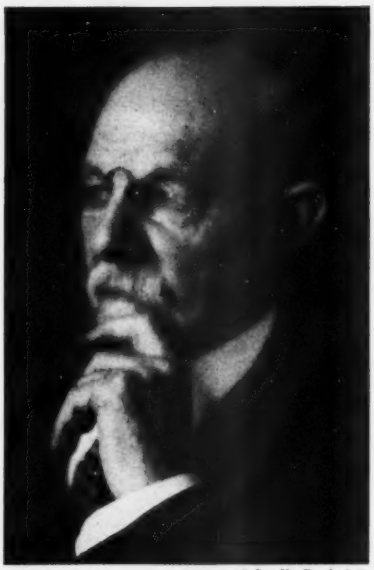
call by the institutions concerned at any time, day or night, in addition to the regular visits which he would make during the day as a member of their staffs. Such heavy professional responsibilities could not have left him much time for leisure or the thoughtful contemplation of surgical problems.

This period of active professional work in New York City lasted from 1880 to 1885. Then came the devastating cocaine episode which forced him to relinquish his work and spend many months in a private mental hospital in an effort to cure his affliction.

THE details of this struggle are not at hand, but certainly the experience must have been a harrowing one. At all events, Halsted emerged completely victorious. As Dr. MacCallum has pointed out in his biography of Halsted, the affliction and the concomitant struggle to rid himself of it may well have been a blessing in disguise: it led directly to Halsted's adopting a mode of living in Baltimore that was in all probability far more fruitful in the end than would have been the case had he continued with his New York way of life.

In any event the affliction did lead to an invitation from Dr. Welch, who knew of Halsted's illness and his efforts to be cured, to come to Baltimore and work in Welch's newly-established laboratory of pathology at the Johns Hopkins Hospital. Unquestionably this invitation represented an attempt on Welch's part to do all that he could to rehabilitate a friend whom he regarded as a scientist of great promise. The invitation was promptly accepted; Halsted arrived in Baltimore in December of 1886, a date which marks the abrupt turning point in his life.

HALSTED went to live with Dr. Welch in a house on Cathedral Street, and in all probability he started to work at once in Dr. Welch's laboratory on the problem of how best to join together the ends of a divided loop of the small intestine. This, be it remembered, was more than two years before the Hopkins Hospital was actually opened. Dr. Franklin P. Mall, who was later to become professor of anatomy in the School of Medicine when it opened in 1893, was a fellow in pathology in the University at the time, and he collaborated with Halsted in the attack on the problem.



John H. Stocksdale

Dr. Halsted in 1922, the year of his death

It is surprising to learn that Dr. Halsted was not the first choice for the post of surgeon-in-chief to the Johns Hopkins Hospital as the time for its opening drew near. Overtures were made to Sir William Macewen of Glasgow, but he declined the post. The Hospital authorities then (February, 1889) tendered Halsted the position of surgeon-in-chief to the Dispensary and acting surgeon to the Hospital, the appointment to be made for a year only. Halsted accepted; and on October 7, 1889, he was appointed associate professor of surgery in the University.

The manner and titles of his appointments suggest that the authorities were still not quite sure of the man. At the end of his first year as acting surgeon-in-chief, he was appointed surgeon-in-chief; but for some unexplained reason, his appointment as full professor of surgery in the University did not take place until April 4, 1892, two years later. With that appointment Halsted, then thirty-nine years old, was finally assured of an opportunity to carry out to the full his ideas for the development of a university surgical clinic, an opportunity of which he made the greatest use. From that time until his death, thirty years later, Halsted devoted his entire time and strength to the two Hopkins institutions upon which he was destined to shed so much lustre.

THIS is not the place to review in detail all the contributions which Halsted made to the field of surgery. It is sufficient to say that they covered a wide range of surgical problems. Among them, in addition to the problem of intestinal suture, were such questions as what diseases of the thyroid gland can be treated by surgical methods; what is the best type of operation for cancer of the breast, for hernia in the groin, and for diseases of the gall bladder; and whether it is possible to relieve or cure large swellings of the great blood vessels (aneurysms) by placing constricting metal bands around the blood vessels themselves.

In addition to the solution of such questions, Halsted was interested in improving the technical methods of surgery. He introduced the use of rubber gloves in surgical operations, a practice which is now universal, and thereby greatly lessened the chances of the operative site becoming infected with bacteria. He also popularized the use of silk thread as a material for tying off blood vessels during an operation and for stitching tissues together.

Above all, Halsted showed the necessity for gentle handling of all tissues of the body exposed during the course of an operation, a necessity if one is to avoid shock to the patient and obtain good healing. He demonstrated that deliberate and painstaking dissection, the prompt control of bleeding from the smallest blood vessels, the avoidance of leaving within the wound any tissue deprived of its proper blood supply lest it die and become a focus for bacterial infection, and finally the careful bringing together of all severed layers of tissue so as not to leave any unfilled areas of "dead spaces" at the site of the operation—that all these factors, taken together, are more important from the standpoint of a successful outcome of an operation than is mere speed itself during an operation. Some regard this operative conception of Halsted's as his greatest contribution to surgical art. Certainly it has been widely accepted and followed by a group of surgeons who are proud to claim membership in the so-called "Halsted School."

HALSTED was primarily a thinker—a surgical philosopher, if you will—rather

than a bold and daring operator. He delighted to attack surgical problems by the experimental method, and in all of his experimental work upon animals he exercised the same care and attention to detail which he was accustomed to bestow upon his human patients.

To the medical student Halsted was an awesome figure with whom one could never be quite at one's ease. Particularly was this the case when, in the fourth-year clinic in surgery, the student was called down from his seat in the amphitheatre to examine a patient whom he had never seen before. It is difficult to account for this feeling of the students toward Halsted, for he was never overbearing in the slightest degree; on the contrary, he was courtesy personified. Perhaps his aloofness, and the fact that his discussion and questions in his clinics were often far above their heads, contributed not a little to the feeling of awe which he inspired. Certainly the students all recognized his great intellectual powers, and perhaps that is why they spoke of him as "The Professor."

Halsted was a perfectionist in the best sense of the word, and this quality was manifest not only in his surgical work but in his dress and his private life. Stories are still told of the minute attention he was wont to devote to the preparations for dinners given in his home for his intimate friends. And how he was accustomed to send his shirts to London to be laundered! After his marriage in 1890 to Miss Caroline Hampton of South Carolina (she was head nurse in the operating room of the Hospital), he and Mrs. Halsted began to spend their summers at a hunting lodge in the North Carolina mountains. There Halsted became greatly interested in growing flowers, particularly dahlias, and devoted much time and effort to obtaining perfect specimens.

Halsted was certainly not a gregarious person. He had a few intimate friends who were devoted to him, but he seemed to shun people in general and had comparatively little to do with the local profession. As Dr. Welch has said, there was not a little of the Brahmin and the aristocrat in him.

In the well-known Sargent painting which now hangs in the Welch Medical Library and depicts the so-called "Big Four"—Welch, Osler, Halsted, and Kelly—Halsted is shown standing in the background, a spare figure somewhat shadowy and indistinct in outline. He does not stand out nearly as clearly or predominantly as the other three. This difference reflects the difference in the way in which the four were regarded by the general public at the time the portrait was painted, and even, to some extent, in the way in which they were regarded by some members of the medical profession. But if, as some say, the figure of Halsted is gradually fading in the painting, certainly his influence is not diminishing in the medical world of today. To the contrary, both in the Hopkins environment and elsewhere where good surgery is known and practiced, the figure of Halsted grows ever brighter and more commanding.

Of all persons who knew Dr. Halsted, none was so well qualified to speak of him as Dr. Welch, his intimate friend and colleague over nearly half a century. We cannot do better than quote from Dr. Welch's introduction to the MacCallum biography of Halsted:

"We, his colleagues of the medical faculty, always regarded Halsted as embodying the highest ideals of the university professor, the scientific investigator, and of the clinical teacher and surgeon. The organization and work of Halsted's surgical clinic at Johns Hopkins marked a contribution to medical education and research not less important than those of Osler's medical clinic and of Kelly's gynecological clinic.

"Halsted was a lover and seeker of truth, possessing in eminent degree the qualities of the productive scientific investigator—richness in suggestion, clearness in formulation of his problems, keenness in observation, ingenuity in adapting experiment to the solution of the problem in hand and lack of bias in the interpretation of results, even when in conflict with his own opinions. As others have pointed out there was much of the spirit of John Hunter and of Claude Bernard in the emphasis placed by Halsted upon experimental, biological methods in the study of many surgical problems."

Such was the man who created the department of surgery of the Johns Hopkins University and of the Johns Hopkins Hospital, and in doing so set the highest standards of surgical scholarship and surgical practice. Both institutions are under the greatest obligation to him for his achievements and his example. They cannot fail to revere his memory always.

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THE MONTH
at Johns Hopkins

A calendar of events:
January 25—February 29

Blakeslee-Lane

REGISTRATION AND CLASSES

McCoy College (late afternoon and evening courses for students working toward degrees or for non-degree credits, or simply seeking opportunities to widen their knowledge without working for credits)—Registration Sat., Feb. 2, 10 a.m.–4 p.m., Remsen Hall, Rm. 117; Monday, Feb. 4 through Wed., Feb. 6, 5:30–8:30 p.m., Remsen Hall, Rm. 117. Classes convene Feb. 7.

DRAMA

The Three Bears—Children's Educational Theater. Sat., Jan. 26, The Homewood Playshop; curtain 10:30 a.m. and 3 p.m. Single admission: children $.35, adults $.80. Tickets may be obtained from the Children's Educational Theater, The Johns Hopkins University, Baltimore 18, Md.; or from the Bonney Concert Bureau, 327 N. Charles St., Baltimore 1.

Swedenhielms (by Hjalmer Bergman)—Tues.–Sat., Feb. 12–16, Hopkins Playshop, Homewood; curtain 8:30 p.m. Single admission: $1.20. Tickets may be obtained from the Johns Hopkins Playshop, Baltimore 18, Md.

SPECIAL EVENTS

Second Annual Johns Hopkins University Debate Tournament—Homewood, Fri. and Sat., Feb. 1 and 2. An intercollegiate tournament sponsored by the Debate Council of the Johns Hopkins University. Subject: "*Resolved:* That the federal government should adopt a permanent system of wage and price controls."

Halsted Centennial—Events marking the one hundredth anniversary of the birth of William S. Halsted, first professor of surgery at Johns Hopkins. medical meetings: Wed.-Sat., Feb. 6–9, Johns Hopkins Hospital. subscription dinner: Thurs., Feb. 7, 6:30 p.m., Lord Baltimore Hotel (for members of participating societies, the medical profession, and their wives and guests); speakers, Prof. Rene Leriche, Dr. Allen Whipple; advance reservations should be made with the Public Relations Office, the Johns Hopkins Hospital, Baltimore 5, Md.

Commemoration Day—Fri., Feb. 22. Convocation marking the close of the 75th Anniversary year. 11 a.m., Lyric Theater.

Alumni and Commemoration Day Banquet—evening of Fri., Feb. 22, Emerson Hotel.

VARSITY SPORTS

Basketball—Johns Hopkins vs. Virginia, Fri., Feb. 1 (away); Hampton-Sydney, Sat., Feb. 2 (away); Loyola, Wed., Feb. 6 (away); Western Maryland, Sat., Feb. 9 (away); Washington, Wed., Feb. 13 (Homewood); Randolph-Macon, Sat., Feb. 16 (away); Loyola, Wed., Feb. 20 (Homewood); Western Maryland, Sat., Feb. 23 (Homewood).

Wrestling—Johns Hopkins vs. Gettysburg, Sat., Feb. 9 (Homewood); Maryland, Wed. Feb. 13 (away); Swarthmore, Sat. Feb. 16 (Homewood); Franklin and Marshall, Sat., Feb. 23 (away); Mason-Dixon Championships, Wed. and Thurs., Feb. 27 and 28 (Homewood).

Fencing—Johns Hopkins vs. Baltimore YMHA, Sat., Jan 26 (away); Virginia, Sat., Feb. 16 (away); Lafayette, Sat., Feb. 23 (Homewood); Baltimore Fencers Club, Tues., Feb. 26.

ALUMNI MEETINGS

New York Hopkins Club—Thurs., Jan. 31; New York City.

Ohio Valley Alumni Association—Fri., Feb. 15; University Club, Cincinnati.

Annual Banquet—see Special Events.

Since this issue went to press several weeks ahead of the period covered in this calendar, there may be last-minute changes and additions in the dates and times of events. It is advisable to confirm them by consulting the daily newspapers or by telephoning the Public Relations Office at Johns Hopkins.

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New Plans At Hopkins

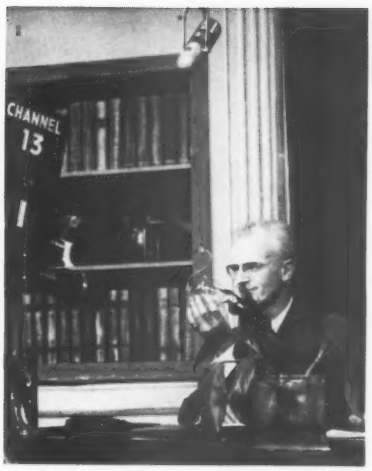
Continued from page 4

formation about Socrates. But here once more a new problem arises. For if you are to understand the position of Socrates and consequently of Plato in Greek civilization, you have to know about the position of the Sophists.

An outstanding student of Plato actually studies all these and more things. Is he narrow? Is the physicist who knows a good amount of mathematics and chemistry and statistics and probability-theory, to say nothing of astronomy, all of which may be essential to his work, narrow? Finally, is it better for a man to know one field with all its ramifications thoroughly or for him to know a little about a lot of things—most of which by the very nature of the curriculum have to remain unrelated to one another, and none of which can be more than superficial?

THERE is one final word which ought to be said about the importance of this philosophy of higher education in our own time. If ever occidental civilization was in need of active and creative minds, that time is now. We are threatened by a resurgence of authoritarianism from both right and left. Discouraged men and women seem bewildered by the rapidity of change in social and cultural traditions. Science is moving so fast that even specialists have a hard time keeping up with their subjects. The arts are so dynamic that some of them have become almost unintelligible. The result is that in their discouragement people ask for—and receive—authoritarian judgments of right and wrong, beautiful and ugly, true and false, which are easy substitutes for thought.

But the problems of today can no more be answered by the solutions of yesterday than the wars of today can be fought with the weapons of the last war. There is need of some university which stands, as we suggested above, on the frontiers of knowledge, its members always searching and exploring and—they hope—discovering. Such are the people who can say *No* to both extreme right and left, who have the best answers both regarding what to preserve and what to reject from the past. That is the kind of university which we are trying to build.



Robert M. Mottar

NEXT MONTH

The Johns Hopkins Science Review, the University's weekly coast-to-coast television program, has probably won more awards than any other educational TV show. But it is produced on a small budget which would amaze commercial television people, and with a staff which is only a fraction of that used by a normal network telecast. How is it done? Next month, with a camera, The Johns Hopkins Magazine goes behind the scenes of the Science Review in search of the answer. Look for the result, with photographs by Robert M. Mottar, in the February, 1952 issue of

THE JOHNS HOPKINS MAGAZINE

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